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## ABSTRACT

This manual is designed to assist teachers in their discussions with adult students regarding society's current crisis in the area of drug abuse. It specifically delineates approaches, questions and techniques suggested for use with the filmstrip on drug abuse, "Ride a White Horse". The complete script and a description of the action of the filmstrip is incorporated into the manual. The filmstrip however is not included. (11/Author)



Ride A White

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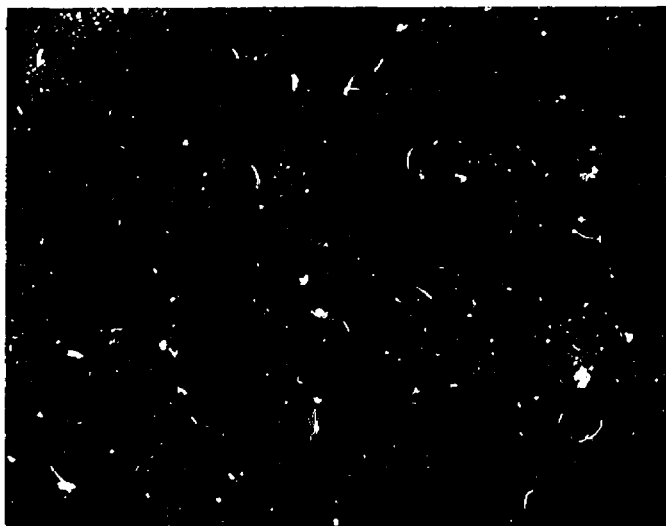
## A Filmstrip Manual for Drug Education

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ED0049479

FILMSTRIP MANUAL

*to*  
*Accompany*  
*the*  
*Filmstrip*  
*RIDE A WHITE HORSE*



THE UNIVERSITY OF THE STATE OF NEW YORK  
THE STATE EDUCATION DEPARTMENT  
BUREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT  
ALBANY, NEW YORK 12224  
1971

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## FOREWORD

This filmstrip manual has been designed to assist teachers in their discussions with adult students regarding society's current crisis in the area of drug abuse. The manual specifically delineates approaches, questions, and techniques suggested for use with the filmstrip on drug abuse, *Ride A White Horse*. The complete script and description of the action of the filmstrip is also incorporated in the manual. It is recommended that the instructor refer to the *Health and Nutrition* segment of the Social Living Skills series for adult basic education, inasmuch as these drug abuse materials are integral to that conceptual approach.

The Bureau of Continuing Education Curriculum Development expresses appreciation to Robert Dolins, Assistant Commissioner for Narcotic Education, New York State Narcotic Addiction Control Commission, and to Dale E. Harro, M.D., Assistant Commissioner for Preventive Services, New York State Department of Health, for their advice in the planning and development of these materials. Appreciation is also expressed to Oscar A. Kaufman, who developed the script and directed the technical aspects of the production.

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The planning and development of these adult basic education materials on drug abuse was coordinated by Barry Jamason, Associate, Bureau of Continuing Education Curriculum Development.

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## MESSAGE TO THE INSTRUCTOR

Many of the problems facing society today appear to have their roots in the failure of many parents in all walks of life to provide adequately for the physical and emotional needs of their children in the early stages of their lives. Often, this failure results from ignorance or confusion concerning the importance of these stages as well as the specific needs of young children. Teachers of adult basic education will find this filmstrip and its companion materials valuable aids in helping parents of young children to be more effective in meeting these needs.

Each packet contains lesson plans, an integral part of which is the background information for the teacher, and student worksheets; audio-filmstrips; and flipcharts, each with an accompanying teacher's manual. This publication is prepared for use with the filmstrip *Ride A White Horse*. It provides the teacher with suggested ways to use the filmstrip to greatest advantage, offers possible questions for class discussion, and provides activities for additional learning experiences. The filmstrip may be used in a variety of ways, such as the following:

- As motivation for a lesson
- As focus for a point during a lesson
- As a summary of a lesson
- As reinforcement for important points of a lesson
- As a stimulus to involve the class in a lesson

The packets for adult basic education are designed, in terms of the recommendations of the advisory committees and writing consultants, to present a variety of types of materials with the hope of attracting the interest and concern of the adult student in the four areas of the social living skills: consumer education, health and nutrition, practical government, and parent education and family life.

MONROE C. NEFF, *Director*  
*Division of Continuing Education*

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## USING THE FILMSTRIP

A major advantage of a filmstrip is its flexibility. It may be shown in part or in whole, with varying speeds, in conjunction with other teaching media. While no particular amount of time is recommended for using a filmstrip, it is suggested that a variety of learning activities be used and that the instructor not take an entire class session to devote to a filmstrip.

The filmstrip also serves to motivate students, since they are quick to respond to familiar scenes and attractive pictures in color. An important aspect to realize when working with adults is that each one has already had a great deal of living experience. Therefore, much can be learned from each other. It is with the idea of getting people totally involved and bringing out the maximum contribution that each can make that these suggestions are made. A filmstrip lends itself well to asking interesting questions of the class to bring about a high level of involvement. This is essentially a type of built-in motivation.

The following material may be used by the instructor as he prepares an overall plan for the use of a filmstrip. The ideas presented here should allow for comprehensive coverage of content and efficient use of class time. The following are steps to consider when preparing an overview plan for use with a filmstrip:

- Plan the Presentation (Organization and Methods)
- Prepare Equipment and Materials
- Orient the Class (Background Material)
- Present the Lesson
- Summarize Concepts and Understandings
- Evaluate Knowledges Acquired
- Follow with Opportunities To Explore New Knowledges

### 1. Plan the Presentation (Organization and Methods)

Always preview a filmstrip to familiarize yourself with its content. While previewing the filmstrip, prepare comments which might answer such questions as:

- What is the filmstrip illustrating?
- Why is the material presented important?
- What are the important terms and understandings used in the filmstrip?
- What are some appropriate topics which could be used to stimulate class discussions?

### 2. Prepare the Equipment and Materials

Before the class begins, practice inserting the filmstrip, framing, and focusing several times so that you feel comfortable using the equipment. Flipping a frame should be done sharply to avoid rolling, which is distracting. Have a screen ready. The wall may be used, but a beaded screen is much more desirable. The larger the room and the larger the group of viewers, the larger the picture needed. Be sure there is a table for the projector, an electrical outlet, and an extension cord (the cord with the projector is usually short); and that you have a spare projector lamp in case the one in use blows out. If the class



is not held at night, be sure the room can be darkened. Check to see if the lights can be turned off without cutting off power to the projector. Note: After the class period is over, rewind the filmstrip with the "END" frame inside the roll.

3. Orient the Class (Background Material)

Introduce the filmstrip with some remarks about what the class will see. Discuss the more important terms used in the filmstrip, and point out the main theme(s) to be presented.

4. Present the Lesson

Set the projector up, insert the filmstrip, and focus to the first frame you plan to use. The filmstrip may be used as a whole or as a part which is appropriate to the plans for the lesson. It may also be stopped at any frame for discussion or questions and then continued or turned back. Present your comments and encourage discussion and questions from the students.

5. Summarize Concepts and Understandings

Itemize the important learnings on the chalkboard as they are contributed by the class. Allow time for the students to raise other questions which may lead to a more complete understanding. Encourage students to keep some kind of notations for future review.

6. Evaluate Knowledges Acquired

Prepare a list of questions which might assist students to evaluate how well they have learned the important points of a lesson. One approach might be for the teacher to present the questions, pause for a few moments to allow the students to form their answers, and then give the answer. The class might be asked to write the answer (if the level of writing ability is high enough). Interest could be motivated by asking the students to keep track of their number of correct answers.

7. Follow with Opportunities To Explore New Knowledges

Introduce a few new topics for discussion which will motivate the students to project their understandings.

## SUGGESTED QUESTIONS FOR DISCUSSION

The following questions may be used during the presentation of the film-strip or after it has been shown in order to promote further understanding. It is suggested that the instructor seat the class in a circular fashion or in a manner that avoids a rigid row-order arrangement of seats. This will permit more informal discussion. Avoid asking questions which require merely a "yes" or "no" answer. Limit your own participation, while striving for maximum discussion among the students.

1. Why should you as a parent be concerned about the problem of drug abuse even if you are absolutely certain your child is not involved or addicted?
2. What part of this general problem could be traced to a parent's responsibility for his child?
3. Do you think that children involved with drugs believe that some actions and behaviors of their parents tend to justify their own actions? If so, what might some of these actions be?
4. What are the dangers of marijuana use, unrelated to the question of whether or not it has addictive properties?
5. Describe some of the physical and mental effects brought on by misuse of the most common drugs.
6. In addition to information about the effects of these drugs, what else is needed to prevent their continued widespread use?
7. How can parents, together with educational institutions and social organizations, help a child solve some of his difficulties without resorting to drug use and abuse?
8. If your child informed you that he had turned to drugs because you, his friends, and society had "failed" him, how would you react?
9. How would you recognize the symptoms of drug abuse?
10. What might give drug abusers the sense of hope they seem to want and lack?

## SUGGESTED ACTIVITIES

The instructor may wish to select an activity or two from the following to stimulate additional interest and provide greater knowledge. The person in charge of the adult education program in your school district will be able to give you assistance in establishing contact with persons and organizations which can provide help in various areas of study. He also will be willing to assist you in discussing good approaches in planning field trips or having resource people talk with the class.

1. Have a member of the class assume, as far as is possible, the characteristic attitudes of an addict. The other class members should attempt to deal with this person in a constructive, helpful, and understanding way. It is conceivable that this could be a rehearsal for some students should a friend, acquaintance, or family member become involved.
2. Assist the students in developing a list of the persons, organizations, and facilities which provide information about addiction or furnish direct assistance to the addict. For the same reason as the rehearsal above, this exercise could become a meaningful one by preparing the student for a first step of friendship and guidance to an addict.
3. Arrange for a representative of an organization responsive to the drug crisis to make an appearance before the class. Fully discuss the film-strip and the concerns of the students prior to the guest's arrival. If possible, have students prepare their questions in advance, and if it seems warranted, provide the gist of these to the guest before his visit.

## TEXT OF THE SCRIPT

The following text of the filmstrip is provided to assist teachers who wish to read it before class while preparing their lesson presentation.

### Sound

### Frame

- (1) *Voice.* I needed to be part of what was happening. The in thing then was to be a member of a gang. I had a lot of trouble, because I really tried to be tough, and I dressed tough, and I tried to act tough, and people picked it up; but I really wasn't tough. I was never a hitter, I was always very scared, I never wanted to fight, and I guess people picked that up also.



- (2) Sometimes on the weekends I'd take some money, we'd go down to the park, we'd get drunk, we'd sit around, we'd talk, and I felt like, a little bit like, I was part of what was going on there, and I would feel a little better.



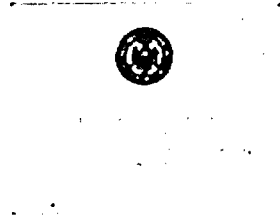
- (3) One or two of the guys started bringing around some pot, and I smoked pot for the first time.



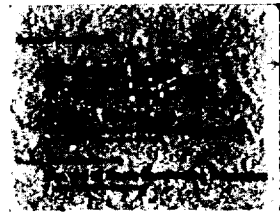
- (4) (Music. No text)



(5) (Music. No text.)



(6) (Music. No text.)



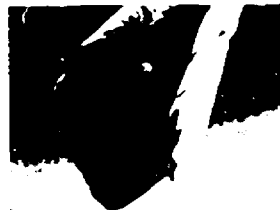
(7) *Narrator.* The problem of drug abuse exists among young people at all levels today. Most disturbing is the fact that it is reaching down into the junior high and elementary school grades and affecting many children barely, if yet, into their teens.



(8) *Cannabis sativa* is a hemp plant. It grows easily all over the world, especially in the Middle East, Africa, India, and Mexico. The sap, drawn from the ripened seed heads and stems, is processed into a substance called hashish. The dried flowers and leaves are shredded like tobacco, and rolled into cigarettes.



(9) Known to everyone as marijuana, it is often also referred to as grass, pot, tea, or smoke. Most of the marijuana used here is smuggled in from Mexico in bricks, or kilos, weighing a little over 2 pounds.



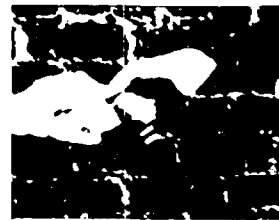
(10) *Voice.* A bunch of guys I knew...who I wanted to be friends with...were going in together to buy a kilo. One of them, who was sort of friendly with me, asked me if I wanted to go in with them. I got very excited that they had asked me, and also I figured I really wanted to have a lot of smoke because...it just seemed like a good thing--a powerful thing...



(11) and...next time I seen him...he was talking to my brother, and he had a bag.



(12) I was going to ask him about the smoke, and before I could even ask him he threw the bag at me, and it was full of grass.



(13) I'd never even seen that much grass until then, and I was really excited.



(14) What I used to like to do with it...was have these guys...who I wanted to be friends with, call me up, or get together with them, and I would call them up and...turn them on--get them high. And, I'd be super generous, always use a whole lot of grass to get them high, because I thought that would make them like me.



- (15) It made me feel good when I was high. I started to smoke pot more and more, even when other people weren't around. I started going to school less and less. First I started cutting, and then I started not... you know, staying out more and more.



- (16) There were so many rules that seemed to be so meaningless: what side of the hall to walk on, what staircase to walk on, I couldn't wear sneakers, I had to wear a tie.... And I felt they had no right to tell me anything about what I should do, because I didn't feel they were concerned about me. They never asked me how I felt, they didn't care about me, who are they to tell me what to do? I began to cut a lot and not to come in a lot, because for the first time in my life I felt ...if I didn't like it...why should I do it? When I got into high school I immediately jumped right into the drug scene there.



- (17) *Narrator.* The four classes of drugs most often abused are stimulants, depressants, hallucinogens, and narcotics. Abuse of these drugs can cause lasting injury physically and mentally.



- (18) Barbiturates are the most deadly of the drugs. More people die from overdosage of this drug than any other. Overdosage is prevalent because the abuser often takes the drug after drinking. When both alcohol and barbiturates are introduced into the system, the combination can depress respiration to the point of death.



(19) Barbiturates, called "barbs," or "goof balls," come in a wide variety of colors and combinations of colors, each identified by brand name. This has added many more names for them in the abuser's jargon: "secies," "nembies," "red birds," "pink ladies," "blue birds," "blue angels," "reds," and "blues," "rainbows," as well as just "yellows," "blues," "reds," and "pinks."



(20) *Voice.* I would take any pill.... It was important to me to be impressive, to be cool, to have people respect me, and I thought this would get it for me. I was throwing a party one evening...and...most of the people there were drinking beer--there was some smoke there, but I hadn't smoked any. I drank about a quart of beer, and went into the bathroom, into the medicine cabinet...



(21) ...And found a couple of nembutals there, that belonged to my parents. I took two of them; I figured I'd get a nice buzz.



(22) About 20 minutes later I felt nauseous, and I started to go to the bathroom, and I fell out in the hall--I couldn't get up.



(23) I was very dizzy and weak. And my friends had to carry me into the bedroom and lay me out. I didn't wake up til the next afternoon. After that I got a little scared, and I stuck to speed and laid off the downs.





(24) *Narrator:* Methamphetamine hydrochloride, one of the amphetamines, is commonly prescribed under the trade name of methadrine. Among drug abusers, who buy it illegally, it is known as speed. After taking heavy doses of the drug for a "high" of several days duration, the abuser will become completely exhausted, and will fall into a semicoma, lasting a day or more. It is suspected, but not yet proved, that this may result in permanent brain damage.



(25) *Voice.* By the end of the tenth grade I'd been staying out of school more and more... at one point I think I was absent 42 days straight..and I sat down with my friend Bill, and we decided we were going to pass for the term by passing our finals with a high grade.



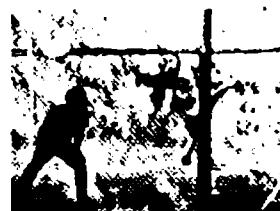
(26) We got together about 3 days before the exam, we got our textbooks, what little notes we had, pencils and paper, a bunch of dexedrine, a couple of boxes of Nodoz, and a little hash, and we started studying. Straight through, night and day. We stopped maybe twice during that period for snacks, and we'd stop every once in a while and smoke some hash, and we kept taking the speed and the Nodoz.



(27) By that time we'd been up for 2 days and 2 nights, and we were going into the third day, the day of the test. It was about six in the morning, we had all our stuff together, we knew all the work, we were very confident, we had it down, we couldn't miss. It was about six in the morning; the test was at nine. I said, "Hey, Bill, let's go play some handball."



(28) We played handball for about two hours, til eight; the test was at nine. We left the handball court, we started walking toward the school, and...



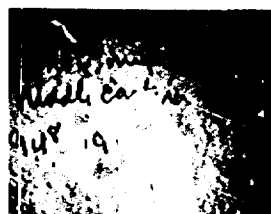
(29) ...suddenly, I realized I was crashing very hard. My feet were swollen, my body felt very heavy, and...my skin felt awful. My mouth was very dry, my tongue was swollen...



(30) ...and I was crashing so hard that I couldn't put it together--I'd read a sentence and...it would make some sense to me, but I couldn't write a whole sentence.



(31) And I failed it,...with a sixty three. And out of the 60 short answers, I have 59 right. And out of the 2 essays, I had only gotten to the first, and it read like this, it said, "In the Middle East, the Middle East, in the year 1948, 1948," and then there was a big line down the paper, where I'd fallen out. I knew that I wasn't coming back to school the next year.



(32) *Narrator.* LSD is an amazingly powerful drug. Colorless, odorless, and tasteless, it takes only a few millionths of a gram to observe a psychedelic effect on the mind of its user.



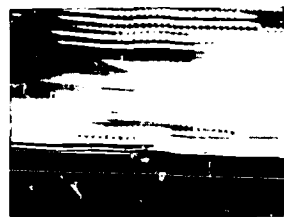
(33) The result of swallowing this minute quantity of LSD is a prolonged hallucinatory experience, commonly called "taking a trip."



(34) *Voice.* I was at a party, and I was high on smoke, and I decided I was going to take the acid. I dropped the acid, and about 30 minutes later I started to feel very... confined--I felt trapped--I had to get out of there.



(35) I left the apartment and I ran out in the street, and the acid started coming down on me very strong. The sky was filled with these lights, millions of tiny lights, it was like I could see the air, the air was thick and they were racing around, and I heard these noises....



(36) I couldn't make out, but there was all sorts of different noises that I couldn't place. I saw this park and I felt like I had to get out there, I wanted to get out in the grass, I felt it was safer.



(37) I ran up to the park and suddenly there was a fence in front of me. I scrambled over the fence...and I realized later it was a big fence with spikes on the top.



(38) I went out to this meadow, because it looked like it would be safer out there--like I would be happier out there--and I dug my fingers into the ground...because I was trying to get some kind of contact with...what was real.



(39) I was under this tree and suddenly the bark of the tree started moving around, and it turned into these lizards. And they were boneless, and their bodies were like jelly, and they started running all over the tree, very quickly.



(40) Then they ran down the tree, onto me, and I was rolling around in the dust, and I was trying to shake them off of me; and I didn't know what was happening, and I felt like I was having a nightmare, but I knew I was awake. I wasn't sure if I was high or not. At times I knew that I was high, but I didn't know if I would come down, and then at times I didn't even know if I was high, and I just thought that's the way I was, and that's the way the rest of my life is going to be.



(41) *Narrator.* A derivative of opium, heroin is by far the most widely used hard drug in narcotics abuse today. The white crystalline powder is known to its users as "junk," "H," "smack," and "horse."



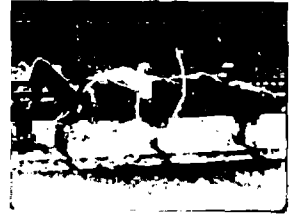
(42) Unsterile needles can cause tetanus, hepatitis, blood poisoning, and other infections.



(43) The walls of the veins break down from repeated puncturing, forming abscesses and permanent scar tissue, the mark of a heroin dependent.



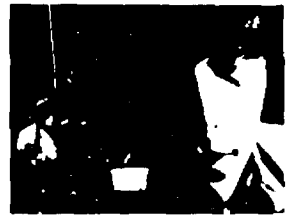
- (44) *Voice.* I always swore, before I used drugs, and when I first started, that I would never use heroin, that I would never be a junkie. I thought junkies were fools...



- (45) I was getting high with a guy over the house, and he had a set of...the works; a needle and an eye dropper. And he was shooting up, and I asked him if he would shoot me up with it, because I wanted to try it.



- (46) Even though I kept using other drugs, I started depending more and more on smack, when I wanted to forget my problems. Six months after I tried smack for the first time, I was shooting 6 bags a day.



- (47) And many of the people still think I'm fabulous, I mean in my old neighborhood. Guys...it got to a point where I'd walk down the street and the guys would run up to me and say, "Hey, you high?" you know? I'd say, "Yeah." They'd say, "Wow, man, nice to meet you. I heard a lot about you," and stuff...and which was nice, you know? And it gave me some good feelings.



- (48) And there was always a rumor that that was going to be the ruin of me, because I like to take heroin. And...which was romantic, ...and mysterious.



(49) But I had a very interesting outlook on life which was--I was a hopeless guy. I was a very arrogant guy, but I was a very hopeless guy. I mean, I never really believed...when I thought about what it took to make it in this world, and not just make it in terms of being able to hold a job for 90 dollars a week, I could never do any of that, man,...



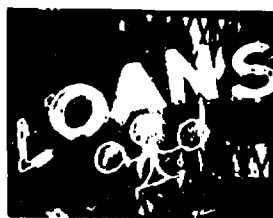
(50) ...Beacuse I always assumed no one could do anything to me because I had nothing to lose, and when you have nothing to lose, no one can hurt you. And so I was a'ways using that fact to, you know, like in school I didn't care what they did. Because I was just... disheartened; I was discouraged, I was scared.... It was the easiest thing to do to get high...of course all those things were going on...but that was just the easiest way to take care of things.



(51) Around that time, though, I started to run out of money. I had been doing OK until then because I had been selling pot and some other drugs...but about that time some of my connections got busted and wound up in jail, and I had to go out there and start trying to get money for dope.



(52) The first thing I did was con my parents...and when I conned them for pretty much all I could, I conned other people and I robbed from my parents...getting high and getting dope was like my whole life.



(53) Couple of times I o.d.'d. One time it was pretty much intentional. I was feeling pretty bad...and I had never done more than about two and a half bags of dope, and I threw 4 bags into the cooker. I remember my girlfriend saying to me, "You know you're going to o.d.," and I said "Yeah, don't worry about it." Then I shot it, and as soon as I got the works out of my arm, I started to fall out.



- (54) And I remember her yelling at me, you know, and I said, "It's OK don't worry about it." And I didn't wake up til the next day...she had walked me around a little bit....and kept me breathing.



- (55) But....the next day I went right ahead and got high again. It never scared me. I saw guys die, it never...you know,...I said, "That's too bad," but when I o.d.'d I said, "Phew, that was close," but I never got to the point where I said, "Maybe I shouldn't do this man, because I'm going to die soon."



- (56) One day I was picked up on the street...with 5 bags of dope, right after I had just copped...and my lawyer told me that...I was probably going to do some time.



- (57) I was really scared to go to jail. I...had been in a cell overnight a few times, and I found that horrible. And I couldn't imagine myself being in jail for 6 months, or a year, or 3 years. I was really scared; plus I had heard stories about jail: guys getting cut up, beat up,...robbed, and...I didn't know if I was tough enough to make it.



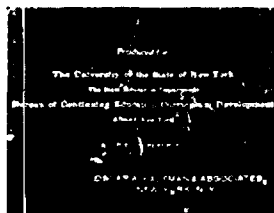
- (58) *Narrator.* If the rising tide of drug abuse and drug dependency among the very young is to be stemmed at all, it will be done with knowledge, understanding, and the instillation of a sense of hope in those without it.



(59) *Voice.* (Screams) I hate this place..I hate coming here...I hate it, I hate it, I hate it...



(60) (No text.)





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